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ABSTRACT

A structured observation-interview procedure to gather data on programs of individualization was developed. The procedure assessed the degree to which a particular program is individualized. Individualized instruction was defined as a method in which instructional practices are adapted to the requirements of each learner. The report describes the scale (called Individualized Instruction Scale), how to administer the Scale, how to use the Scale in a self-administered form and using an outside evaluator, and how the Scale was developed. The Scale is appended. (DS)

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INDIVIDUALIZED INSTRUCTION SCALE AND USER'S GUIDE

FINAL REVISION

PREPARED BY PROJECT INDIVIDUALIZED INSTRUCTION
AN ESEA TITLE III PROJECT
SPONSORED BY THE FOUR LONG ISLAND BOCES

201 SUNRISE HIGHWAY, PATCHOGUE, NEW YORK 11772

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IR002 557

Individualized Instruction Scale--User's Guide

Background

Project Individualized Instruction, an ESEA Title III program, developed a structured observation-interview procedure as part of its effort to gather data on programs of individualization. This instrument is the end product of a three year developmental effort that included extensive discussion with practitioners, field testing, appraisals by educators on Long Island and by an external evaluation consultant.

It was the opinion of the Project, and area experts, that the instrument should first of all assess individualization in terms of a formally stated definition of that term. The Project used a definition developed at the early steps of its existence as a guide. Further, it was thought that the instrument must be capable of differentiating the degree of individualization among programs that claimed to be individualized. Thus, instead of determining the presence or absence of certain features in a program, the observer is asked to rate the degree to which the feature is present.

Project Definition of Individualized Instruction

To individualize instruction is to adapt the instructional practices to the requirements of each learner. This procedure provides a learning environment in which a student can be taught according to his needs, at a pace that is right for him, and in a way that efficiently uses the resources available as he proceeds towards the competency goals of the program of which he is a part.

This definition assumes that not all goals and objectives need be common to all learners. In view of the fact that each learner has his unique needs, uniform goals and objectives may not apply equally well to every student. It further assumes that some latitude exists for individuals at all levels to provide some input into decisions concerning instructional objectives. Moreover, in a limited number of cases the individual may be free to make many more of the decisions for himself.

Within this framework of individualized instruction, it is assumed that objectives are selected for, or by, individuals in light of substantial learner diagnosis. This is crucial, as it determines the way the teacher guides and extends student learning. In order to select objectives, or to move towards their attainment, complete, continuous monitoring of the learner's status is of paramount importance. Without good monitoring systems, individualized instruction is impossible. Information obtained through monitoring is comprised of data not only on the learner's academic achievement, ability and attitude, but also

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on his emotional needs, interests, social relations, expectations, level of maturity, present physical status, and other relevant data.

For any given learner, there must be many alternative methods to reach each objective. Some methods, by their very nature must be rejected as unsuitable for the situation, the learner or both; whereas others are more appropriate. Inasmuch as it is not always possible to determine at the outset which specific strategy will be best suited to the requirements of each learner, many alternative strategies must be available to achieve each objective, together with an appropriate procedure of obtaining information regarding learner performance.

Description of the Individualized Instruction Scale

Purpose. The Individualized Instruction Scale (I.I. Scale) is designed to assess the degree to which a particular program is individualized. The scale yields a score which reflects the extent classroom practices agree with the Project's formal definition of individualized instruction. Users of the scale will find the results helpful in evaluating the general level of individualization within their programs. While the scale will not provide any valid measure of teaching effectiveness, the results may disclose areas which the teacher may wish to develop further to increase the level of individualization.

When the results of the scale are interpreted within their limitations, the teacher will find that they provide useful information about the functioning of the program as a whole. In this manner the teacher may then plan a program designed to draw upon the strengths and to concentrate effort on weaker portions of the program. In many instances, of course, the individual teacher may wish to supplement the results of the scale with information obtained from co-teachers and administrators.

Importance of proper scale administration. The administration of the I.I. Scale is an important professional responsibility. It requires the same seriousness of purpose and quality of preparation as any other important teacher activity. The potential usefulness of this scale as an aid to increasing the level of individualization of instruction depends upon the accuracy of the scores, which in turn depends upon the objectiveness of the respondent, and the motivation and attitudes of the respondent toward this scale.

A scale of this type may be defined as a sample of the total universe of behaviors that might take place within a program of individualized instruction. Therefore, it is necessary to include items which will appear to be limited in their applicability. Users should be advised to interpret and respond to *each* item according to their best judgment.

General features of the scale. The I.I. Scale was designed to be administered either by the teacher or by someone other than the classroom teacher. The scale consists of 50 items comprising an operational definition of individualized instruction as formulated by the Project. These 50 items are organized into three sections based on whether the information can be readily obtained by observation or whether the students or the teacher must be questioned. Each section is administered in the appropriate manner following the directions described further on in this Guide.

How to Administer

General Instructions

1. Indicate the information called for on the front cover of the Scale.

2. Before administering the Scale, it is recommended that time be taken to review each item in all three sections of the Scale and how it is scored. This will enable the user to spend his time more profitably during the actual evaluation process.

3. You will notice a row of numbers (1,2,3,4,5) to the left of each item. To evaluate each item, circle the appropriate number as described in the next step of the general instructions.

4. Respond to each item to the extent it reflects the program you are evaluating. Each item is to be scored on a continuum from 1 to 5. In making your response, please keep in mind the following guidelines:

> A rating of *5* would indicate that the item is an excellent description of the program and is completely accurate.
>
> A rating of *1* would indicate that the item barely describes the program.
>
> A rating from *2* through *4* would indicate various points between the two extremes. Descriptors are provided at the top of each column for your guidance.

For each item, circle the most appropriate number.

Examples of rating:

a. Item 1 on the Observation section is "Students work without direct supervision." If you feel that all of the students are being directly supervised by the teacher, then your response is *1* and you would circle *1* to the left of the item. However, if, as you observe you decide that every student is working without direct supervision, then the item completely describes the classroom situation. Your response would be *5* and you would circle *that* number to the left of the item.

b. Some items may not be immediately answerable but the user is urged to make every effort to "dig it out." All items should be scored. Only if an item is *totally* inappropriate and cannot be rated, then may it be left blank.

Specific Instructions

This scale may be either administered by someone in the program or an outside evaluator. If it is to be self-administered, follow the instructions headed "Self-Administration." If it is to be administered by an outside evaluator, follow the instructions headed "Instructions to Outside Evaluator."

Instructions for Self-Administration

Section 1. Observation

a. Select a 45-minute time period which you feel is representative of your program.

b. Make a judgment on each item according to the "General Instructions" on the previous page as you think an outside observer might view the program during that period. Some items (3, 19, 20) may require a judgment as to how you, the teacher, would behave if actually working in the program (rather than observing).

Section 2. Student Responses

As a teacher, you are obviously familiar with your program and will be able to respond to these items with a minimum of student questioning. However, as you score each item try to imagine the responses your students would give to a visitor who was asking questions. Thus, for example, how do you think your students would respond to an outsider who asked, "Do you feel free to voice your feelings to the teacher(s)?" (Item 26), or "Do you decide with whom you will work?" (Item 35). The closer you come to predicting actual student responses, the more your score would tend to agree with an outside evaluator's rating.

Section 3. Teacher Responses

This section is designed to elicit information that is available only from the teacher. It is to be responded to in the same manner as you did for the previous sections.

Instructions to Outside Evaluator

Section 1. Observation

a. Have the teacher select a 45-minute time period which he feels is representative of the program.

b. While in the room, make a judgment on each item according to the "General Instructions" on page 3 of this Guide. Base your response on what you *actually* observe during the time period and *not* on what you believe might take place. Divide the observation period into two parts. First move around the room and observe the program in operation before responding to any of the items. Then select a quiet spot and answer as many items as you can. Continue the observation, moving around the room as needed in order to respond to the remaining items.

Section 2. Student Responses

This section is designed to elicit information about the program which may not be readily observable. Walk around the room sampling student's responses in order to answer items 23 to 40. Items should be paraphrased to make the questioning relaxed and in language appropriate to the maturity of the students. Ask each student you sample several questions. Before rating any one item, be sure that you have talked

with at least three students concerning that particular item. Respond to the items in any order which is most efficient for you.

Section 3. Teacher Responses

This section is designed to elicit information that is available only from the teacher. Here too the questions may be paraphrased, or grouped to make the most efficient use of time.

Time Limits

The following time guidelines for administration are suggested:

1. Observation--30 to 45 minutes.
2. Student Responses--20 to 30 minutes (more or less, as needed).
3. Teacher Responses--20 to 30 minutes (more or less, as needed).

Scoring Procedures

No separate key is necessary to score the Scale. Complete directions for scoring are printed on the front cover of the Scale. With the exception of items 3, 8, 16, 17, 29, 45, and 50, scores are obtained simply by summing the circled responses. For those items just indicated, it is first necessary to convert the circled score to a weighted score. These items are "negatively keyed" and thus a high score on *these* seven items would not be reflective of an individualized situation. The table below will aid you in converting the circled scores for these items:

item	circled rating 1	2	3	4	5
3	5	4	3	2	1
8	5	4	3	2	1
16	5	4	3	2	1
17	5	4	3	2	1
29	5	4	3	2	1
45	5	4	3	2	1
50	5	4	3	2	1

Interpretation of Test Results

The purpose of the I.I. Scale is to rate the degree of individualization present in a program, *NOT* to rate the quality or goodness of it. The scores on items relate to specific characteristics that are features

of individualization. While in some ways they may also be indicators of overall quality, the observations and ratings are made *only* in reference to individualization. A "low" score, therefore, does *not* mean a program is educationally unsound, but rather that when compared to the Project's definition there is a low degree of individualization. A low rating on any item indicates that the program is low on that *specific* feature.

Thus the final score, when obtained, reflects the extent to which instructional practices have been adapted to the needs of individual learners by providing a learning environment in which:

1. Each learner has some personalized objectives which he may help define.

2. Learning experiences are adjusted to the unique needs, interests, and capabilities of the learner.

3. The learner's rate of progress is adjusted with consideration of his level of development.

4. The learner's advancement is evaluated in light of defined objectives.

Limitations of the Scale

One important fact should be kept in mind when interpreting these results, the scores obtained are, at best, estimates. No single scale affords an infallible and unalterable measure of a universe. I.I. Scale scores, therefore, must be regarded as approximations and should never constitute the *sole* basis for making important educational decisions.

Qualifications required to administer the Scale

The I.I. Scale was designed to be used with a minimum of pre-administration training. It is recommended, however, that prior to actual administration the user thoroughly familiarize himself with all of the items and how each is to be scored. It may also be helpful if a "dry run" is made with a co-worker. After the dry run, each item can be discussed, together with the rationale for specific ratings.

Scale Development Procedures

Planning the Scale

The first step in the development of the I.I. Scale was the formation of a task force in August 1972. The task force consisted of educators from Long Island public and private schools, as well as faculty members from local universities. The task force prepared a general definition indicating the parameters of what was considered "individualized instruction."

After the definition was completed, the next step was to obtain a pool of statements indicative of elements of individualization, transcending traditional grade level concepts. These items were written by the task force. Then, all of the items were reviewed and evaluated

by members of the Long Island Regional Individualized Learning Council.[1]

The items that were judged by the respondents to be most relevant in identifying programs of individualization were retained in the final item pool. These items formed the initial instrument. This first form of the scale was field tested and an analysis was performed to determine which items provided useful information.

Following this analysis a 70 item version of the Scale was assembled early in 1974. This field draft was administered during the next four months and a second analysis was performed. Based upon this last analysis 50 items were retained, forming the present, final revision of the I.I. Scale.

Technical Characteristics

Validity of the I.I. Scale

The validity of any instrument is the extent to which that "test" does the job for which it is used. The purpose for which the I.I. Scale is used is to differentiate between programs of individualization. To establish validity for the Scale, a blue-ribbon panel was selected by an outside evaluator. Members of the panel represented three different levels of education. Each member was asked to rate the Scale with regard to the definition. The overall response was that the Scale seemed to measure that which it purports to measure. Although this procedure, by no means, yielded "hard data" on validity, it did yield agreement.

Reliability of the I.I. Scale

Reliability is the extent to which a "test" is consistent in measuring whatever it does measure. Reliability is usually expressed by some form of *reliability coefficient*. Reliability for the I.I. Scale is being expressed in terms of inter-rater agreement. In 31 administrations of the I.I. Scale, the correlation coefficients ranged from .33 to .93. (The five coefficients below .54 were obtained early in the year, before the raters had much experience in administering the Scale.) Fourteen coefficients were equal to, or greater than, .80.

Norms

The primary use of the Scale is to compare individuals either with themselves or with their own "local" group, and therefore no norms are being reported in this Guide.

Additional Information

Users having questions concerning the technical characteristics of observation scales should refer to one of the many well written texts on the subject.

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[1] An organization founded in 1971 by interested Long Island educators dedicated to the support and expansion of humanistic approaches to individualized instruction on all levels.

PROJECT INDIVIDUALIZED INSTRUCTION
201 Sunrise Highway, Patchogue, N. Y. 11772

INDIVIDUALIZED INSTRUCTION SCALE

FINAL REVISION

Scale administered by: _____ Date: _____

School and Program Name: _____

District: _____ Teacher(s): _____

How to score:

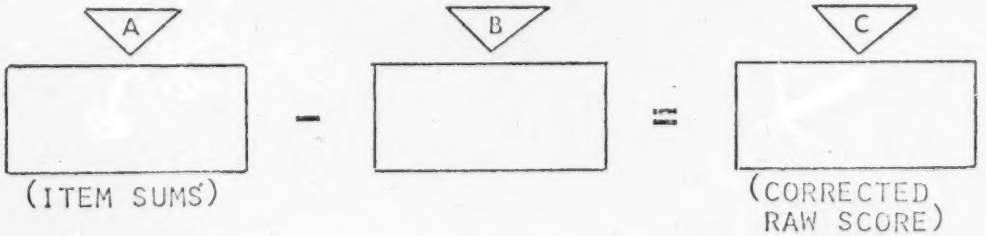
1) Scan the 50 responses to make certain that there are no omitted items. If an item has been omitted, draw a line through all the numbers for that item so that no credit will be allowed for the item scoring.

2) Count the number of items which have been answered, omitting any item through which a line has been drawn. Place the number of items answered in the two boxes labeled "B" below. (If all the items have been answered, enter "50" in these boxes.)

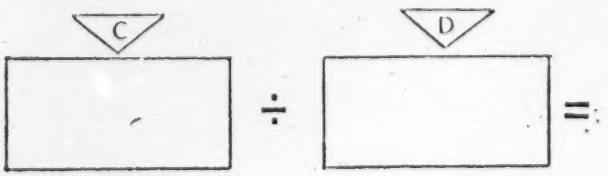
3) Before beginning this step, read the instructions on page 5 of the Guide. Next, find the sums of the circled and weighted scores on each page. Enter the sum in the appropriate space at the bottom of the page.

4) To find the ITEM SUMS, add the totals for the two pages and enter in box "A".

5) Perform the following computations to obtain a CORRECTED RAW SCORE (C) and a SCALE POTENTIAL (D).



6) To obtain the PROGRAM SCORE, divide Corrected Raw Score (C) by the Scale Potential (D), round to two decimal places, then multiply by 100. Enter below and in the appropriate space.



PROGRAM SCORE

OBSERVATION

Respond to items 1-22 to the extent they describe the program at the time of observation.

barely	somewhat	moderately	considerably	completely		
1	2	3	4	5	1.	STUDENTS WORK WITHOUT DIRECT SUPERVISION.
1	2	3	4	5	2.	STUDENTS LOCATE SOURCES OF INFORMATION WITHOUT ASKING TEACHER(S).
1	2	3	4	5	3.	STUDENT BEHAVIOR IS NON-PRODUCTIVE OR DISRUPTIVE.
1	2	3	4	5	4.	STUDENTS GATHER NECESSARY MATERIALS FOR A GIVEN TASK.
1	2	3	4	5	5.	STUDENTS HAVE FREE ACCESS TO MATERIALS AND EQUIPMENT.
1	2	3	4	5	6.	THERE IS A WIDE SELECTION OF EQUIPMENT (A-V, OR ANY SPECIAL ITEMS APPROPRIATE TO THE SUBJECT) IN THE CLASSROOM.
1	2	3	4	5	7.	DIFFERENT MATERIALS ARE IN USE SIMULTANEOUSLY.
1	2	3	4	5	8.	TEACHER INITIATES MOST TASKS.
1	2	3	4	5	9.	STUDENTS WORK ON DIFFERENT TASKS.
1	2	3	4	5	10.	DIFFERENT INSTRUCTIONAL STRATEGIES (E.G. READING, DISCUSSION, WRITING, ETC.) ARE IN USE SIMULTANEOUSLY.
1	2	3	4	5	11.	MATERIALS AND EQUIPMENT ARE ARRANGED IN INTEREST AREAS BY SUBJECT OR SPECIAL TOPIC.
1	2	3	4	5	12.	INFORMAL STUDENT GROUPS ARE OBSERVED.
1	2	3	4	5	13.	SKILLS GROUPS ARE FORMED AS NEEDED.
1	2	3	4	5	14.	THERE IS PEER TEACHING IN THE CLASSROOM.
1	2	3	4	5	15.	STUDENTS MOVE AROUND THE ROOM FREELY.
1	2	3	4	5	16.	STUDENTS MAY NOT TALK WHILE THEY ARE WORKING.
1	2	3	4	5	17.	STUDENTS' DESKS ARE ARRANGED IN ROWS.
1	2	3	4	5	18.	THE AVAILABLE INSTRUCTIONAL MATERIALS ARE APPROPRIATE FOR A WIDE RANGE OF ABILITIES.
1	2	3	4	5	19.	TEACHERS INTERACT WITH INDIVIDUAL STUDENTS WHILE THEY ARE WORKING.
1	2	3	4	5	20.	INSTRUCTIONAL TIME IS PRIMARILY DEVOTED TO WORKING WITH INDIVIDUALS AND SMALL GROUPS.
1	2	3	4	5	21.	A WIDE VARIETY OF INSTRUCTIONAL MATERIALS ARE AVAILABLE.
1	2	3	4	5	22.	THERE ARE TEACHER-MADE MATERIALS, DEVICES, ETC. IN THE ROOM.

Page Total_____

barely · somewhat · moderately · considerably · completely

STUDENT RESPONSES

Interview several students before recording your responses to items 23 - 40. Paraphrase the items when necessary.

1 2 3 4 5	23.	STUDENTS MOVE THROUGH THE SUBJECT MATTER AT DIFFERENT RATES.
1 2 3 4 5	24.	STUDENT CONFERENCES ARE HELD TO PLAN FUTURE INSTRUCTIONAL ACTIVITIES.
1 2 3 4 5	25.	STUDENTS SCHEDULE THEIR ACTIVITIES FOR THE DAY.
1 2 3 4 5	26.	STUDENTS FEEL FREE TO VOICE THEIR FEELINGS TO THE TEACHER(S).
1 2 3 4 5	27.	STUDENTS OPERATE THE AVAILABLE EQUIPMENT THEMSELVES.
1 2 3 4 5	28.	STUDENTS SCORE THEIR OWN WORK.
1 2 3 4 5	29.	STUDENTS ARE ALLOWED TO LEAVE CLASS ONLY AS A SUPERVISED GROUP.
1 2 3 4 5	30.	STUDENTS MAY CHANGE THEIR SEATS WHENEVER THEY WISH.
1 2 3 4 5	31.	STUDENTS ARE FREE TO REARRANGE THE ROOM FURNITURE.
1 2 3 4 5	32.	EACH STUDENT HAS AN INDIVIDUAL CONTRACT, WORK AGREEMENT OR PRESCRIPTION SHEET.
1 2 3 4 5	33.	STUDENTS MAY GO TO THE SCHOOL LIBRARY AT ANY TIME.
1 2 3 4 5	34.	STUDENTS HAVE LATITUDE IN THE SELECTION OF TASKS TO SATISFY REQUIRED WORK.
1 2 3 4 5	35.	STUDENTS DECIDE WITH WHOM THEY WILL WORK.
1 2 3 4 5	36.	STUDENTS CAN TELL WHAT THEY WILL STUDY NEXT IN A GIVEN SUBJECT.
1 2 3 4 5	37.	STUDENTS MAINTAIN, OR HAVE ACCESS TO, RECORDS OF THEIR OWN PROGRESS.
1 2 3 4 5	38.	STUDENTS ARE TESTED WHEN THEY ARE READY.
1 2 3 4 5	39.	THE RESULTS OF TESTS ARE INTERPRETED TO STUDENTS INDIVIDUALLY.
1 2 3 4 5	40.	TEACHERS DISCUSS NON-ACADEMIC CONCERNS WITH STUDENTS.

TEACHER RESPONSES

Discuss items 41-50 with the teacher.
Respond to each item as it describes teacher practices.

1 2 3 4 5	41.	THERE ARE WRITTEN OBJECTIVES FOR EACH STUDENT.
1 2 3 4 5	42.	DIFFERENT OBJECTIVES ARE IDENTIFIED FOR INDIVIDUAL STUDENTS.
1 2 3 4 5	43.	OBJECTIVES FOR EACH STUDENT ARE REVIEWED AND REVISED REGULARLY.
1 2 3 4 5	44.	FOR STUDENTS WITH SIMILAR NEEDS, SEVERAL ALTERNATIVE ACTIVITIES ARE AVAILABLE.
1 2 3 4 5	45.	THE DECISION TO ASSIGN NEW WORK IS BASED UPON PROGRESS OF THE CLASS AS A WHOLE.
1 2 3 4 5	46.	THERE ARE DIFFERENT PASSING "GRADES" FOR DIFFERENT STUDENTS.
1 2 3 4 5	47.	THERE ARE ADDITIONAL PERSONAL CONTACTS WITH CHILDREN'S PARENTS ASIDE FROM THOSE SCHEDULED BY THE SCHOOL.
1 2 3 4 5	48.	TEACHER'S RECORDS INCLUDE DETAILED INFORMATION ON STUDENT INTERESTS, NEEDS, BACKGROUND, ETC.
1 2 3 4 5	49.	SAMPLES OF EACH STUDENT'S WORK ARE KEPT ON FILE.
1 2 3 4 5	50.	MOST STUDENTS TAKE THE SAME TEST.

Page Total_____